

School Performance Report 2022

Thornbury High School

January 2023



Brought to you by Performance and Evaluation Division | **Strategy and Performance Group**

measuring what *matters*



2022 SCHOOL PERFORMANCE NOTE

The Department recognises the efforts of staff in managing the ongoing and unforeseen situations created by COVID-19 and recent floods.

We understand that re-establishing normal schooling patterns in the context of persistent workforce issues is exacerbating challenges faced by schools, and that regular patterns of schooling continue to be disrupted.

Data collection has also been impacted by these challenges, most notably resulting in the absence of 2020 NAPLAN data, in turn affecting the capacity to monitor growth in 2022. In order to adjust for this data gap, 2021 NAPLAN growth data has been used this year to calculate the achievement domains, with equal weighting applied to Benchmark Growth 2021, Top 2 Bands 2022 and Bottom 2 Bands 2022.

Calculation of the school performance groups is otherwise consistent with previous years.



THORBURY HIGH SCHOOL (8797)

Domains: 7 out of 7
Measures: 18 out of 18

Overall Performance Group



Current Level: Medium

Change Level: Decreased

Performance is static over time (including some cases where performance is moderate but on a declining trajectory) and requires renewed effort to be high performing.

As an overall performance group, this indicates a mix of results at the domain and measure level.

A school's overall performance group represents its combined performance on the Achievement, School Climate, Student Attitudes, Engagement, Participation and Senior Secondary (for secondary, Pri/Sec schools only) domains.

Domain Performance Group

Achievement (Reading)



The Achievement (Reading) domain measures performance on NAPLAN assessments in Reading; which includes achievement in top two bands, lifting low performers and positive change in benchmark growth.

Achievement (Numeracy)



The Achievement (Numeracy) domain measures performance on NAPLAN assessments in Numeracy; which includes achievement in top two bands, lifting low performers and positive change in benchmark growth.

School Climate



The School Climate domain measures staff endorsements of Collective Efficacy and Academic Emphasis from the School Staff Survey.

Student Attitude



The Attitudes to School domain measures students engagements in Stimulating Learning, Learning Confidence and Student Safety from the Attitudes to School Survey.

Engagement



The Engagement domain focuses on students attendance.

Participation



The Participation domain measures students participation in NAPLAN assessments, responses to School Staff Survey and responses to Attitudes to School Survey.

Senior Secondary



The Senior Secondary domain measures students achievement in VCE English subject and VCE/VCAL completion rates.

For a more in-depth look at the data in this report, including five-year trends and comparisons with Similar Schools, see the [Panorama Dashboards](#).



THORNBURY HIGH SCHOOL (8797)

Domain	Domain Performance Group	Measure	Measure Performance Group	Current Result (Year)	Current Result (Latest year)	Current Level	Change result (Last 3 years)	Change Level
Achievement (Reading)	Renew (Medium, Maintained)	% of students in Top two bands (Year 9)	Influence	2022	29.5%	High	3.0%	Increased
		% of students in Bottom two bands (Year 9) ¹	Stretch	2022	16.1%	Medium	-3.8%	Decreased
		% of students meeting or above benchmark growth (Years 7 to 9) ²	Transform	2022	68.3%	Low	-5.6%	Decreased Significantly
Achievement (Numeracy)	Transform (Low, Decreased)	% of students in Top two bands (Year 9)	Transform	2022	14.1%	Low	-3.2%	Decreased
		% of students in Bottom two bands (Year 9) ¹	Renew	2022	15.5%	Medium	1.4%	Maintained
		% of students meeting or above benchmark growth (Years 7 to 9) ²	Transform	2022	64.2%	Very Low	-5.2%	Decreased Significantly
School Climate	Transform (Low, Decreased Significantly)	% of positive endorsement in Collective Efficacy	Transform	2022	44.0%	Low	-9.7%	Decreased Significantly
		% of positive endorsement in Academic Emphasis	Transform	2022	44.3%	Low	-9.5%	Decreased Significantly
		% of positive endorsement in Instructional Leadership	Transform	2022	25.9%	Very Low	-5.5%	Decreased Significantly
Student Attitude	Renew (Medium, Maintained)	% of positive endorsement in Stimulated Learning (Years 7-12)	Renew	2022	51.0%	Low	0.4%	Maintained
		% of positive endorsement in Sense of Confidence (Years 7-12)	Renew	2022	60.4%	Medium	-0.6%	Maintained
		% of positive endorsement in Managing Bullying (Years 7-12)	Renew	2022	61.7%	Medium	0.7%	Maintained

¹ a low Current Result and a decrease in Change Result is desirable for this measure

² this measure is a weighted average of two years (for Current Result) or more (for Change Result). Note: 2021 benchmark growth is shown for 2022 as there was no NAPLAN in 2020



THORBURY HIGH SCHOOL (8797)

Domain	Domain Performance Group	Measure	Measure Performance Group	Current Result (Year)	Current Result (Latest year)	Current Level	Change result (Last 3 years)	Change Level
Engagement	Influence (Very High, Increased Significantly)	Attendance Rate	Influence	2021	94.0%	Very High	1.4%	Increased Significantly
Participation	Renew (Medium, Maintained)	% of students participating in NAPLAN (Year 9, Reading)	Renew	2022	85.6%	Medium	-1.4%	Decreased
		% of students participating in ATOS (Years 7-12)	Recharge	2022	86.6%	High	-2.3%	Decreased
		% of staff participating in Staff survey	Stretch	2022	54.8%	Very Low	13.5%	Increased Significantly
Senior Secondary	Renew (Medium, Decreased)	Mean VCE English score (study group)	Recharge	2021	28.8	High	-1.8%	Decreased
		% of VCE and VCAL certificate completions	Transform	2021	91.9%	Low	-1.4%	Decreased

For additional information see: [Frequently Asked Questions](#)



How to read your School Performance Report

Differentiated School Performance Groups



The Differentiated School Performance Groups (Figure 1) complement the revised approach to school review and differentiated approach to school improvement.

Five performance groups are identified.

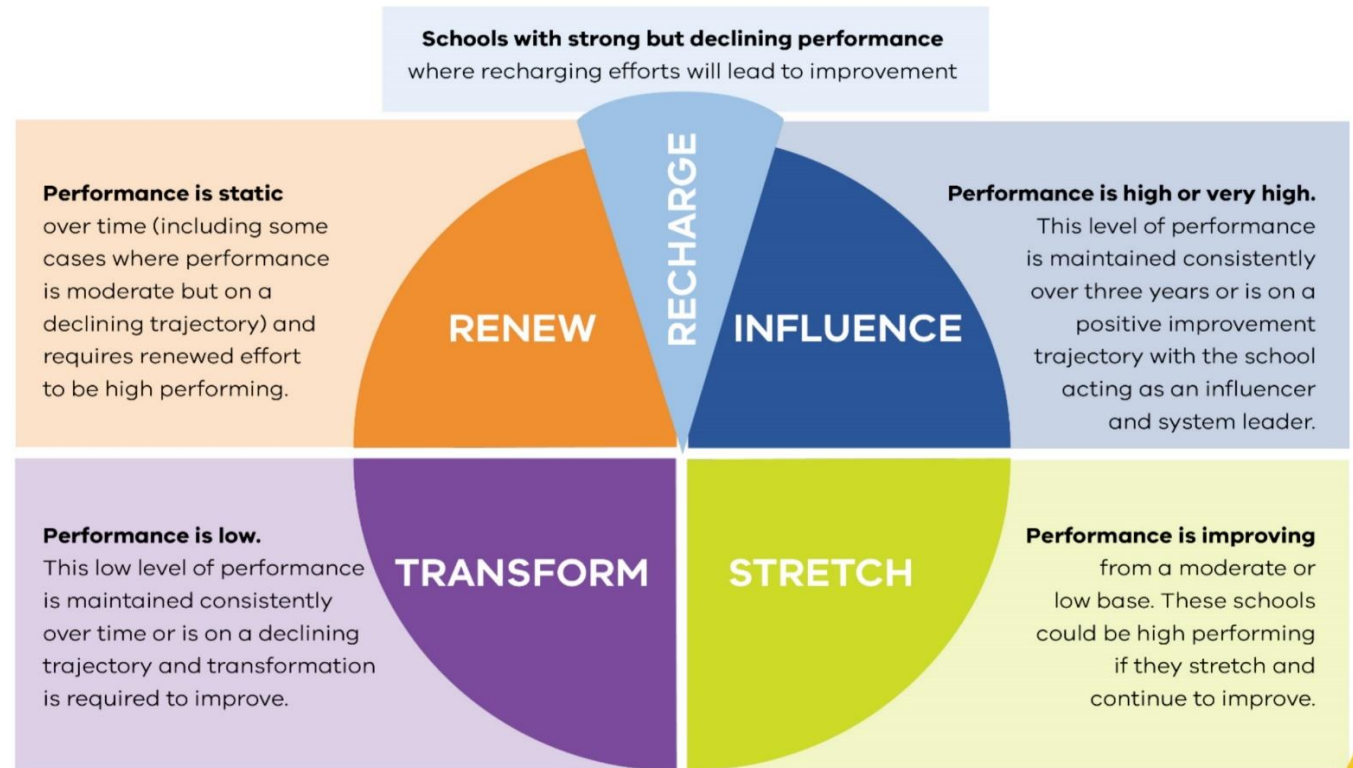


FIGURE 1: THE FIVE SCHOOL PERFORMANCE GROUPS

Determining Your School's Performance Group

Current Level	Change Level				
	1 (Decreased Significantly)	2 (Decreased)	3 (Maintained)	4 (Increased)	5 (Increased Significantly)
5 (Very High)					
4 (High)					
3 (Medium)					
2 (Low)					
1 (Very Low)					

FIGURE 2: SCHOOL PERFORMANCE TABLE

- To determine your school's performance group, the 'current level' and 'change level' of all schools in the state are segmented into five performance levels to create a five-by-five table (25 segments) for each measure
- Your school's placement within this table, based on your school's 'current level' and 'change level' for each applicable measure, determines the performance group to which your school belongs
- Measures are aggregated to the domain level and an overall performance group level to provide an overall summary of your school's performance

MEASURES			DOMAINS			
Top two bands of NAPLAN	+	Bottom two bands of NAPLAN	+	NAPLAN Benchmark Growth	=	ACHIEVEMENT (Reading/Numeracy)
Collective efficacy (% of positive survey responses)	+	Academic emphasis (% of positive survey responses)	+	Instructional leadership ¹ (% of positive survey responses)	=	SCHOOL CLIMATE
Stimulated learning (% of positive survey responses)	+	Sense of confidence (% of positive survey responses)	+	Managing Bullying (% of positive survey responses)	=	STUDENT ATTITUDE
Primary to Secondary ² (% of positive transitions)	+	Attendance Rate		=	ENGAGEMENT	
Mean VCE English score ³ (study group)	+	Senior Secondary completion ³		=	SENIOR SECONDARY	
NAPLAN participation	+	Attitudes to School (survey participation rate)	+	School Staff Survey (survey participation rate)	=	PARTICIPATION

The **six domains** and associated **measures** shown at left form the basis of the differentiation method.

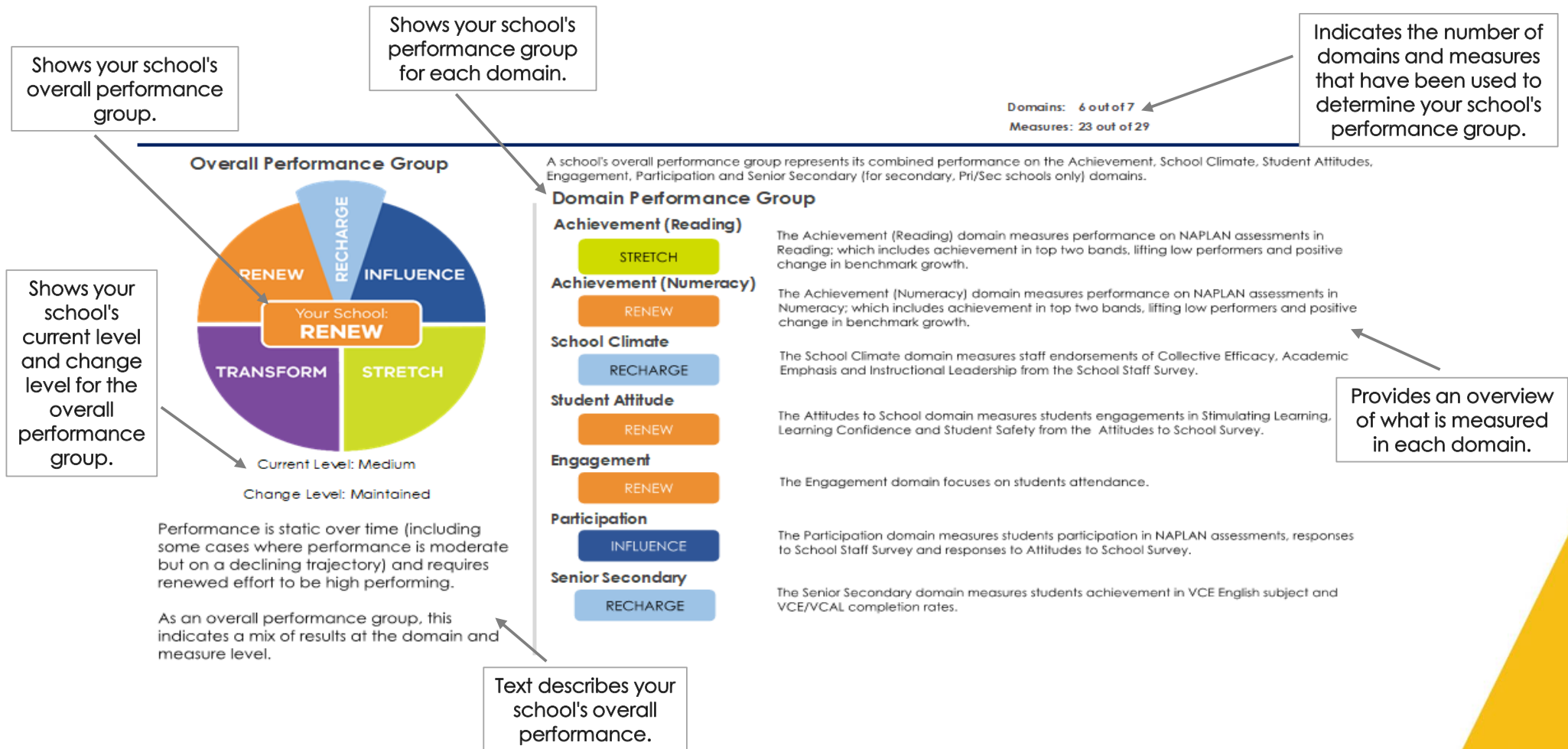
These have been selected based on their alignment to FISO school improvement objectives and Education State targets.

¹ The Instructional Leadership Measure in the School Climate Domain was introduced in 2021.
² The Primary to Secondary Measure in the Engagement Domain will be introduced in the future.
³ Only applicable to schools that offer senior secondary program

Reading your school performance report: Summary page



The summary page provides a graphical summary of your school's overall performance group and your performance in each applicable domain.



How to read your school performance report: Detail pages



Your school's domain performance group, current level and change level for each domain.

The measures that are used to determine your school's performance in each domain.

Your school's performance group for each measure.

Your school's most recent performance result for each measure.

Shows your school's current level for each measure.

The change in your school's performance over the last 3 years for each measure.

Domain	Domain Performance Group	Measure	Measure Performance Group	Current Result (Year)	Current Result (Latest year)	Current Level	Change result (Last 3 years)	Change Level
Achievement (Reading)	Stretch (Medium, Increased)	% of students in Top two bands (Year 5)	Influence	2022	42.9%	High	14.3%	Increased Significantly
		% of students in Bottom two bands (Year 5) ¹	Influence	2022	0.0%	Very Low	-7.1%	Decreased Significantly
		% of students meeting or above benchmark growth (Years 3 to 5) ²	Transform	2022	58.3%	Very Low	-8.3%	Decreased Significantly
Achievement (Numeracy)	Influence (High, Increased)	% of students in Top two bands (Year 5)	Influence	2022	42.9%	High	28.6%	Increased Significantly
		% of students in Bottom two bands (Year 5) ¹	Influence	2022	0.0%	Very Low	-14.3%	Decreased Significantly
		% of students meeting or above benchmark growth (Years 3 to 5) ²	Renew	2022	83.3%	High	0.0%	Maintained
School Climate	Renew (Medium, Decreased Significantly)	% of positive endorsement in Collective Efficacy	Recharge	2022	63.9%	High	-3.8%	Decreased
		% of positive endorsement in Academic Emphasis	Renew	2022	50.0%	Medium	-8.3%	Decreased Significantly
		% of positive endorsement in Instructional Leadership	Transform	2022	39.0%	Very Low	-19.0%	Decreased Significantly
Student Attitude	Renew (Low, Maintained)	% of positive endorsement in Stimulated Learning (Years 5-6)	Stretch	2022	75.0%	Low	6.8%	Increased Significantly
		% of positive endorsement in Sense of Confidence (Years 5-6)	Transform	2022	75.0%	Low	-4.5%	Decreased Significantly
		% of positive endorsement in Managing Bullying (Years 5-6)	Transform	2022	62.5%	Very Low	-17.8%	Decreased Significantly

Shows your school's change level for each measure.